

# Indiana Department of Education

## 2011 Fine Arts Textbook Adoption Scoring Rubric

### EXPLORING MUSIC GRADE 2

*Exploring Music in Grade 2* is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

#### Exploring Music Grade 2 Checklist

##### **Standard 1 – Performing Music: Signing alone and with others**

*Students sing a variety of music with accurate pitch, appropriate tone quality, and good diction and posture. They sing ostinatos, and they follow the directions of a conductor.*

- \_\_\_ 2.1.1 Sing with accurate pitch, appropriate tone quality, clear diction, and good posture.
- \_\_\_ 2.1.2 Sing a cappella and with accompaniment, independently and in groups.
- \_\_\_ 2.1.3 Sing songs in the languages of other cultures, adding any movement considered intrinsic to authentic performance of the music.
- \_\_\_ 2.1.4 Sing an ostinato with a familiar song, maintaining a steady beat.
- \_\_\_ 2.1.5 Follow the cues of a conductor with regard to tempo and dynamics.

##### **Standard 2 – Performing Music: Playing an instrument alone and with others**

*Students play melodic and rhythmic patterns on classroom instruments accurately and with a steady tempo. They identify instruments, use correct techniques when playing, and vary dynamic levels. They follow the directions of a conductor.*

- \_\_\_ 2.2.1 Echo melodic and rhythmic patterns.
- \_\_\_ 2.2.2 Maintain a steady beat and play with appropriate dynamic levels.
- \_\_\_ 2.2.3 Play classroom instruments with the proper technique, holding them correctly.
- \_\_\_ 2.2.4 Learn correct names for classroom instruments and identify those associated with world cultures.
- \_\_\_ 2.2.5 Play simple ostinatos while others sing.
- \_\_\_ 2.2.6 Follow the cues of a conductor with regard to tempo and dynamics.

**Standard 3 – Creating Music: Improvising melodies, variations, and accompaniments**

*Students sing, play instruments, and use movement to improvise musical phrases including questions, responses, and ostinatos.*

- \_\_\_ 2.3.1      Improvise a short melodic phrase on a pitched classroom or keyboard instrument.
- \_\_\_ 2.3.2      Sing short questions to be answered by classmates.
- \_\_\_ 2.3.3      Respond to teacher or student questions by singing and using body percussion, movement, found items, instruments, or electronic sounds.
- \_\_\_ 2.3.4      Improvise a short ostinato with a familiar song using body percussion, instruments, or movement.

**Standard 4 – Creating Music: Composing and arranging music within specified guidelines**

*Students create short rhythmic and melodic patterns within specified guidelines and create group compositions. They notate their music.*

- \_\_\_ 2.4.1      Perform short rhythmic and melodic phrases within teacher guidelines and write them using standard or original notation.
- \_\_\_ 2.4.2      Create music collaboratively to enhance a poem or short story using a variety of sound sources.
- \_\_\_ 2.4.3      Arrange and perform a short sound piece cooperatively in small groups using the voice, body percussion, found items, or classroom instruments.

**Standard 5 – Responding to Music: Reading, notating, and interpreting music**

*Students read, write, and perform simple rhythmic and melodic patterns using standard or iconic notation and utilizing relevant examples from repertoire. They identify and interpret basic terms and symbols for dynamics and tempo.*

- \_\_\_ 2.5.1      Read and perform quarter, eighth, half, dotted half, and sixteenth notes, and quarter and half rests in four-beat groupings using rhythm syllables.
- \_\_\_ 2.5.2      Notate quarter, eighth, half, dotted half, and sixteenth notes, and quarter and half rests using iconic or standard notation.
- \_\_\_ 2.5.3      Read pitch patterns from a staff and perform using solfège and hand signs.
- \_\_\_ 2.5.4      Identify direction of notated pitch patterns and interpret through singing, playing, or movement.
- \_\_\_ 2.5.5      Identify basic musical terms and symbols and interpret through singing, playing, or movement.

**Standard 6 – Responding to Music: Listening to, analyzing, and describing music**

*Students use movement and symbols to describe music. They learn to use appropriate musical terminology and identify instrument families by sight and sound. They identify and demonstrate appropriate listening behavior.*

- \_\_\_ 2.6.1      Identify contrasts and changes in tempo and dynamics using basic music terminology and movement.
- \_\_\_ 2.6.2      Identify repetition and contrast in sections of music using symbols or movement.

- \_\_\_ 2.6.3 Identify groups of classroom instruments by sight and sound.
- \_\_\_ 2.6.4 Identify families of orchestral instruments by sight and sound.
- \_\_\_ 2.6.5 Identify voices as those of children, adult males, or adult females.
- \_\_\_ 2.6.6 Discuss and demonstrate appropriate listening behavior for various types of performances.

**Standard 7 – Responding to Music: Evaluating music and music performances**

*Students discuss personal musical preferences. They compare contrasting musical works and establish criteria for performances.*

- \_\_\_ 2.7.1 Discuss personal preferences for different musical works.
- \_\_\_ 2.7.2 Listen to and compare two contrasting styles of composition using basic musical terminology.
- \_\_\_ 2.7.3 Establish and apply criteria for good musical performance in and outside the classroom.

**Standard 8 – Responding to Music: Understanding relationships between music, the other arts, and disciplines outside the arts**

*Students discover application of musical concepts in other disciplines. They express aural musical examples in non-musical ways and specific emotions through music and other means.*

- \_\_\_ 2.8.1 Identify musical concepts such as tone color, repetition, and contrast, and ways they are used in other disciplines.
- \_\_\_ 2.8.2 Describe an aural musical example through movement, art, or writing.
- \_\_\_ 2.8.3 Express a specific emotion through music, art, movement, and writing or speaking.

**Standard 9 – Responding to Music: Understanding music in relation to history and culture**

*Students identify music for special occasions and its role. They experience music and dances from various cultures and historical periods and explore roles of community musicians.*

- \_\_\_ 2.9.1 Discuss suitable music for various special occasions and the role it plays.
- \_\_\_ 2.9.2 Discover the role of music from earlier periods in history such as the music of Native Americans and its relationship to other elements in the society.
- \_\_\_ 2.9.3 Perform and listen to music and learn folk dances from past and present cultures.
- \_\_\_ 2.9.4 Discuss roles of musicians in the community.